

DOCUMENT RESUME

ED 072 301

VT 018 807

AUTHOR Soldahl, Thomas A.
TITLE The Development of a Vocational Decision Making
Environmental Construct Scale for Chicano High School
Students. Final Report, Phase V.
INSTITUTION California State Coll., Hayward. Dept. of Educational
Psychology.
PUB DATE [71]
NOTE 42p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Career Choice; Counseling Effectiveness; Decision
Making; Disadvantaged Environment; *Environmental
Influences; Family Influence; *High School Students;
*Mexican Americans; Parental Background; Pilot
Projects; Self Concept; *Socioeconomic Influences;
*Vocational Counseling

ABSTRACT

This pilot project was designed to assist high school counselors working with lower socioeconomic Spanish-speaking students to develop more effective vocational counseling programs based on identification of the environmental constructs that influence vocational decisions of Mexican-American youths. Data were collected from interviews with selected Chicano high school seniors and their parents in the Oakland, California area. The environmental constructs were based on responses dealing with vocational decision making by students and the influence of their family members. A major construct was the environmental press to succeed, modified by the burden of low self-esteem influenced by the family background. The study emphasizes the need to develop counseling programs for families and students to coordinate their career aspirations with a realistic career education program. (MF)

ED 072301

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

RECEIVED
Vocational Education
Research Coordination Unit
1/11/72
California State Department
of Education

PHASE V

FINAL REPORT

THE DEVELOPMENT OF A VOCATIONAL DECISION MAKING ENVIRONMENTAL
CONSTRUCT SCALE FOR CHICANO HIGH SCHOOL STUDENTS

PRINCIPAL INVESTIGATOR:

THOMAS A. SOLDAHL, Ph.D.
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
CALIFORNIA STATE COLLEGE, HAYWARD

VT018807

FILMED FROM BEST AVAILABLE COPY

PURPOSE OF THE PROJECT

According to Octavio Romano (1971), most research begins with assumptions which are theoretical and subjective but not empirical. This pilot study is an attempt to break out of the traditional approaches and gather descriptive data rather than attempt to verify or refute a particular hypothesis. These data are descriptive of unique individuals and families at a particular moment in time and are valid only in the context in which they were gathered.

The project sought to identify the major environmental constructs in the homes of lower socio-economic Spanish-speaking seniors that are related to vocational decisions.

The project was designed to provide the high school counselor working with lower socio-economic students with essential information that will assist in the development of more realistic programs of vocational assistance.

BACKGROUND OF THE PROBLEM

A recent study of counselor effectiveness in career counseling with non-college bound youth indicates several weaknesses in the high school program. Employment bound, non-college oriented students see their school staffs and counselors as favoring college-bound students, and counselors were not seen as being significantly helpful in assisting in vocational choices. Furthermore, these students did not perceive their parents as being particularly helpful in resolving educational or vocational problems (Betz et al, 1969). An earlier study supports these findings that disadvantaged students experienced a lack of identification with the school and its staff, and again had difficulty in experiencing parents as positive models for problem solving or vocational identification.

The majority of high school counselors working with lower socioeconomic Chicano students are ill-equipped in assisting their students in making vocational decisions. Counselors are usually familiar with current occupational information outlining job duties, qualifications, demands and pay scales, but are generally unfamiliar with the environmental constructs that significantly influence the vocational decisions of Mexican-American youth. Research has indicated that the educational and vocational decisions made by students require the assistance of others, and an individual in a position to assist in these decisions should be familiar with the environmental constructs which play so significant a role in the decision ultimately made. This study has had as its aim the identification of these constructs in the hope that such knowledge will improve counselor effectiveness in career counseling.

REVIEW OF THE LITERATURE

All leading theories of educational and vocational choice recognize the importance of parents in influencing, to some extent, these kinds of decisions. Super (1951), Roe (1956), and Tyler (1961) all take note of the parent's role. The substantiation of the parent's importance comes from a number of sources. Feingold (1968), Bernard (1966), and Cramer (1970) attest to this without supportive empirical data, while researchers Pecilumas (1966), Cohen (1965), Slaughter (1970), and Kratochvil et al (1969) have furnished sufficient data to support this universally accepted contention.

Because this research design is unique, the review section is presented in two parts, the first of which considers the general decision-making process. The second part will discuss in detail the research dealing with parental involvement in the vocational decision-making process.

The Decision-Making Process

An important part of the decision-making process is the acquisition of information. Information theory considers the human mind as a computer in which information may be dealt with in different orders, combined, transformed, or lost. The activity of the person may be considered as a response bias interpretation within a decision theory framework. The decision theory describes the selection of outcomes from a set of alternatives and consequently is a refinement of information theory.

The experiments done by Goldberg and Ruby (1963) attempted to find out whether a decision maker's sensitivity to incoming information undergoes any changes once a decision has been reached. The facility with which subjects modified their decisions was inversely related to the amount of situational change and experience in the situation before a change was introduced. The results indicated that more information is required to change a decision than is originally needed to make a decision.

Shaw and Penrod (1962) conducted three experiments to test this hypothesis: that the more task-relevant information available to a group, the better will be its performance, and the more influence the person possessing the information will have on the group process. The overall results clarified some of the circumstances in which prior theoretical assumptions hold true, as well as circumstances in which they do not. The amount of information available and group performance are positively related only when the additional information can be validated.

Adams (1961) tested two hypotheses concerning information. These were: 1) that a person in whom dissonance has been produced by exposure to views differing from his own is more likely to seek information than a person exposed to compatible views; 2) that a person in whom dissonance has been produced by a contrary communication tends to seek information from a source agreeing with his opinion. The study confirmed only the first hypothesis.

Other studies have considered the effect of personality on the decision-making process. Block and Peterson (1955) observed that overly confident people tend

to be rigid and dogmatic, that overly cautious people tended toward introspection and self-abasement, and that individuals with realistic confidence in their decisions appeared to be self-reliant and socially perceptive. Fast decision makers were passive, suggestive and conforming, while slow deciders were ascendant, self-assured and humorous. Wallach and Kagan (1959) in a study of 357 college students found that women were more conservative than men when unsure of the decision and more extreme than men when very sure of their decisions. Barber (1968) in the Wayland Baptist College Decision Making Project found the following personality traits to be significantly related to success in scientific decision making: mathematical ability, practical problem solving ability, rote memory, ability to concentrate, curiosity, imagination, maturity, and purposiveness. Also, evidences of decision-making skill were compared to two measures of mental ability. For American College Testing (ACT) scores, a rank difference coefficient of .43 resulted. For grade point averages, a rho of .17 was found. Such low correlations indicate that if mental ability plays a part in successful decision making, it is not a prominent factor.

Decisions usually occur in sequences, and information available for later decisions is likely to be contingent on the nature and consequence of earlier ones. The study of decision processes in such changing situations might be called the study of dynamic decision making. Two cases can be distinguished. In one, the environment is (stochastically) unchanging, but the decision maker's information changes as a result of successive decisions, other events, or both. In the other, little studied because it is so complex, the environment changes its characteristics while the decision maker is obtaining information about it. The distinction between dynamic decision processes and learning is one of emphasis, not content. In particular, probably learning experiences examines a very simple case of dynamic decision making.

Vocational Decision Making Process

A number of different research designs have been used by a variety of investigators to determine the relative influence of the family in the vocational decision making process.

Feingold (1968) reports that the family often plays a critical role in career growth and development since young people spend so much time in the family setting. As part of the family, individuals are exposed to feelings, a certain emotional and physical climate, relationships, values and a way of life. With so much contact, the parents' role should not be minimized.

In a study of the adolescent's relationship with parents, teachers, and peers, over sixty-five percent of the cases involved parents. (Shmuck, 1965). In this study, adolescents indicated that they viewed their parents as the most significant figures in their lives and went to see them when important decisions were to be made. Douglas (1965) confirmed this finding and showed the importance of the home and the family to the emotional development of the adolescent. In a study by Harris (1970), students were asked to consider the relative influence of parents, peers, high school teachers, high school guidance counselors and other individuals in the community. The proportion of individuals reporting sources other than parents as being highly influential was relatively small.

A number of studies have looked into the relationship between the occupational aspirations of adolescents and their parent's occupation. Zytowski (1970) reported a weak but consistent relationship between value configuration and family status factors, sex, age, and general intelligence. He hypothesized that this situation might arise from delayed or inadequate early gratification or from defects in the socialization process, perhaps arising from difficulties in the identification with one or both of the parents. These explanations are appealing but lack empirical support.

Duncan and Gazda (1967) state that they found that limited or lacking parental guidance adversely affected the students' occupational aspirations. They reasoned that the students used in the study tended to view parents as authority figures against whom they must constantly strive to assert themselves. They concluded, in part, that this seems to be a resentment toward the unstable family unit, compounded by a limited display of parental affection.

In his study, Clark (1968) contends that high school students' expressed occupational preferences were effected by the prestige or status they assigned to the occupation. Students usually shoot for higher status than what they will ultimately attain. Adults also ranked occupations on the basis of their prestige. Students tended to desire high prestige occupations if they could see no barriers.

In a study of occupational aspirations, Hindelang (1970) showed that differences in the educational and vocational aspirations of Blacks, Mexican-Americans, and Anglos exist. The Black subsample had the highest educational aspirations, followed by the Anglo and finally the Mexican-American sample. When educational aspiration is held constant, the Anglo and Chicano aspire to higher occupational categories.

Heller (1965) compared aspiration levels of Chicano high school seniors with that of Anglo seniors. The general conclusions reached by this study were that Chicanos have lower mobility goals as well as a lower means of mobility. The major obstacle to Chicano intellectual development is the large family, which fails in its task of intellectually socializing the Mexican-American student.

In a Mexican-American resource unit for teachers, Hernandez (1969) reported a conflict of values facing the student at home and in the classroom. Parsons (1966) utilized a sociometric study of mixed Anglo and Mexican-Americans in school and community. There was almost a complete cleavage among adults who influence and reinforce the ethnic cleavage in school. Anglo students begin holding stereotypes and Chicano children of similar age begin to assume some stereotype aspects in elementary school. Steiner (1970) felt that a rich ancestry is disguised and almost lost in the U.S. as the Chicano child is "de-educated."

The purpose of a study by Zurcher (1965) was to analyze the effect of culture on organization expectations and acceptance or rejection of roles and values in the work situation. Chicanos were alienated by feelings of lack of control over job advancement. Chicanos found themselves in a marginal existence, influenced by Mexican culture, accepting Anglo value orientations and thus producing alienation in the normal bureaucratic procedure.

In a Los Angeles study Gordon et. al. (1968) delineated the following:

- (1) Parental aspirations for their children's educational attainment are influential, particularly the aspirations of the mother.
- (2) The attitudes and values of pupils are perhaps a measure of home acculturation to middle class orientations.
- (3) The exclusive use of English at home contributes consistently to academic success.

Academic success depends on the degree to which the Chicano's home has been oriented to Anglo middle-class culture.

Carter (1970) reported that much more hard data and analysis are essential before any conclusions can be drawn about the Mexican-American's accomplishments in relation to school and community conditions. The most valid sources of information are studies of Mexican-American communities which explore values, life-styles, and customs. Many are dated or are descriptive of very localized, often rural, situations. Unfortunately, such information is regularly assumed to be correctly descriptive of Mexican-American culture in general. The term "Mexican-American" is part myth, part fact, and part stereotype.

A boy is "macho" (to be male) or "ser muy hombre" (very much a man) if he is working, earning money, and making his own way. Machismo ("maleism") equals "guts". Unfortunately, many, if not most, educators ascribe machismo to the group in general. It appears to vary greatly by area and by individual.

Soares and Soares (1970) indicated positive self-perceptions among disadvantaged children and cited Carter (1968) who found that Mexican-American youths do not perceive themselves negatively in comparison to their Anglo-Saxon peers. Soares felt that it was the Anglo group which perceives Mexican-Americans in negative ways and so assumes that these minority group youths see themselves in the same light. In all probability, because Chicano youths have their own groups to which they relate, because they have their own social support, and because they are not rating themselves on their standing in "Anglo" society, they do not have negative self-concepts.

Carter (1968) administered a semantic differential questionnaire to high school students, asking them to give their opinions of their own intelligence, power, goodness, and happiness. The distribution of responses among the Anglos and Chicanos was almost identical. Carter (1970, p. 134) reported that the traditional Mexican-American view which devalues education or see it as a prerogative of the aristocracy seems to have little relevance today. Although there is no widespread systematic research that would verify it, there is every indication that, as a group, Mexican-Americans view education positively, adhering generally to the American belief that "getting a good education" is a prerequisite to upward mobility.

Neither the Coleman report (1966) nor the Los Angeles School Study (Gordon et.al., 1968) questioned parents directly about their views of education or perceptions of school. The distinction between education as an abstract idea and schooling as the required institutional procedure is not recognized by the low-status Mexican-American.

Finally, Carter (1970, p. 218) states that higher level occupations appear to be more open to minority group members than do lower-level occupations. Workers will jealously guard lower level positions as the number of positions is reduced by mechanization. In the most current comprehensive research study, Grebler (1970)

states that his analysis still leaves questions about achievement unanswered. He feels that there may be a process common to lower-class and especially to minority lower-class families that presses toward the emergence of a basically similar low-achieving man. Grebler concludes, "Much more research is needed to provide a clearcut direction for those responsible for programs to accelerate the educational progress of this minority."

GENERAL METHODOLOGY

An agreement was entered into between the Oakland Unified School District and the principal investigator on April 21, 1971 so that phase one of this project could be conducted at Fremont High School. The Board of Education for this district discussed the project and submitted the approval letter to the State Department of Education, Vocational Education Section on May 21, 1971.

Contact was made with Mr. A. Gloria, Principal, Fremont High School during the latter part of April to enlist his support and cooperation for this project. In addition, Mr. Henry Ramirez, Career Opportunities Counselor, Fremont High School was contacted to gain his support for this phase of the project.

After a series of meetings with Mr. Ramirez, the selection of the representative Chicano students to be used in this study was made in the early part of May, 1971. The students were contacted and the purpose of the project was explained to them. Those willing to cooperate were retained. No further contact with these students was made until the final acceptance by the Board of Education on May 21, 1971. Ten students were included in the sample. Each student completed a Personal Data Sheet (Appendix A). Mr. Sam Salaices, a Chicano advanced graduate student in Educational Psychology at California State College, Hayward was employed as the counselor in the project.

Each student saw Mr. Salaices for a series of recorded interviews. Each student met with the counselor twice for individual interviews and met in small groups of other participating students three times. Each of these interviews were approximately 40 minutes in length. The interviews were held on various days of the week and at various times during the day. Because of the eminent ending of school, all of the interviews were completed during the first week of June.

A panel of judges reviewed the audiotapes of the 25 interviews independently during the second week of June. Each judge listed those environmental constructs that he heard and noted their frequency of occurrence. A meeting of the judges was held with the principal investigator and all of the constructs were discussed.

A preliminary draft of the structured interview schedule was developed by the principal investigator and presented to the panel of judges as well as to the counselor, Mr. Salaices. After a comprehensive review, the final draft of the structured interview schedule was developed. (Appendix B) An appointment with Mr. Gloria, Principal of Fremont High School, was made and a thorough explanation was made of the instrument. Mr. Gloria approved of the instrument.

In a meeting with the counselor, the principal investigator discussed the use of the instrument. Agreement was reached on the meaning of each section of the instrument as well as on what additional stimuli could be used to elicit further clarification.

During the last individual interview, students were asked if they thought their parents would participate in a meeting with the counselor. The small number of parents (six) participating in this phase reflects the closing of school and the time schedule for the completion of these interviews, June 18, 1971.

Each home interview was scheduled for approximately 60 to 90 minutes. In each of the three interviews, both parents and the student were involved. In some cases other members of the family were in attendance. Each of these interviews was tape recorded. These recorded family interviews were typed in typescript format and given to the panel of judges for their review.

DEMOGRAPHIC DATA

As evidenced from the data, reported in Tables I and II on the following page, 30% of the students were raised in Mexico and 70% were raised in the United States. An average two thirds of the students lives have been spent in the Bay Area. On the other hand, the reverse is true of their parents. At least 60% of the students reported that their fathers are natives of Mexico, and only 10% (or one) stated that his father was born in the United States. Half of all the mothers were reported to be from Mexico.

Two students stated that there was no father in the home. The balance of the students (80%) reported that their fathers were blue collar workers. The mothers (90%) are almost exclusively housewives. The size of the families tend to be large. Two families have 12 children, the average family size is 7.4 children, and there is only one family with three children. It is interesting to note that in all families there are more boys than girls. When the male students of this study are added to the number of brothers, it is discovered that the average number of male children per family is five, and that there are half as many female children.

Information gathered from the first page of the family interview schedule (Appendix B) is as follows:

Each of the three families interviewed preferred to describe themselves differently. One chose "Mexican-American", another selected "Spanish", and the third preferred "Spanish-speaking". They were all alike in that they would rather speak Spanish than English.

The families have lived in the Bay Area 16 or more years, 11-15 years, and one to five years.

Two of the families have lived in the same house or apartment since moving to the area, and the third family, which has spent 11-15 years in the Bay Area, has moved into a house which they bought within the last five years.

Although the students have other siblings, two families report that the student in the study is the only child yet living at home with the parents. The third family has three sons at home and four sons who are living on their own.

The interviewer reported (last page of Appendix B) that the condition of the house's interior was average in two of the houses, and above average in one. Although there were a few family pictures exhibited in all of the homes, none of them displayed any paintings. The neighborhood was rated as average for two of the families and below average for one.

One family was identified as extremely close and two as moderately close to the Mexican culture. Fluency in Spanish was rated above average in two families, and average in one family. Finally the interviewer rated all three of the interviews as average.

TABLE I

PERSONAL DATA SHEET

Location of Childhood	U.S.	Mexico	U.S.	U.S.	Mexico	U.S.	U.S.	U.S.	Mexico	U.S.
Time in the Bay Area (years)	18	5	12.5	2	10	13	17	10	17	U.S.
Father's Career	Construction	Foundry	Machine work	Welder	Tool maker	Supply man	Paper cutter	Supply man	No father	No father
Father's Earnings		\$105/wk	\$120/wk		\$130/wk		\$4.30/hr			
Father's Origins	Mexico	Mexico	Mexico	Mexico	Mexico	Philippines	U.S.	Mexico		
Mother's Career	Boat Cutter	Housewife	Housewife	Housewife	Housewife	Housewife	Housewife	Housewife	Housewife	Housewife
Mother's Earnings	\$3.00/hr								Welfare	Welfare
Mother's Origins	Mexico	Mexico	Mexico	Mexico		U.S.	U.S.		Mexico	
Number of Brothers	1	3	3	5	6	7	2	7	4	2
Number of Sisters	1	2	3	5	1	4	0	4	1	2

TABLE II

ANALYSIS OF DATA

Demographic Information: Data accrued from the Personal Data Sheet
(Appendix A) are as follows:

Location of Childhood	Mexico 3	United States 7		
Time in the Bay Area	Range.....2 to 18 years Average.....12.2 years			
Career of Father	Factory worker.....6 Tradesman.....2 Unknown.....2			
Origin of Father	Mexico 6	United States 1	Phillipines 1	Unknown 2
Career of Mother	Housewife.....9 Factory worker....1			
Origin of Mother	Mexico 5	United States 2	Unkown 3	
Number of Brothers	Range.....0 to 7 Average.....4.0			
Number of Sisters	Range.....0 to 4 Average.....2.4			
Family Size	Average.....7.4 children			

STUDENT DATA

Objective: To develop an instrument to measure the home environments of high school seniors with regard to vocational decision-making.

The structured family interview schedule (Appendix B) was developed primarily with the data gained from an analysis of the individual and small group interview audiotapes. Excerpts from a few of these audiotapes are reported in Appendix C.

Student A: "The reason why we want to go to college is because my father, the way he has to work."
"And my brothers are physical ed teachers and French and Spanish teachers and in business administration."

Student B "She graduated real quick and then she started going to Laney, and she started liking it and stuff."
"I'm proud of her. She came a long way."
"The most important thing right now is to make my mother happy, and then the second most important thing is to get my schooling done so I can get a job and help her out."

Student D "It was really my brothers that influenced me."
"And he'll be making the money. Start pay clears easy \$8.00 an hour, and so like he'll, you know, like I feel if my brother can do it like this here, I'd be the only one in the family, and I can't let that happen."

In such cases where there has been a positive effect, the model has been successful in wage earning, job satisfaction, or academic accomplishment. In two instances, the student has perceived that the influencer is aware of and is pleased or at the minimum has shown acceptance of the direction chosen.

Student A "I think they really like it because I had the chance, and nobody had it in their family."

Student D "My parents, one thing about it, well, they think it's a good idea of me going over to college and all that."
"He says it's a good idea about me going to college."

A more significant finding, however, has been in the cluster of responses expressing negative family situations which the student hopes to avoid in his future. These responses reflect the experience undergone by parents who have struggled as a result of either immigrating to California to seek a life better than that in Mexico or coping with an on-going problem in California caused by low income problems of the disadvantaged.

Student A "Most of the families that come from Mexico, they bring the families, and they take them out to the fields and work in the fields and

pick grapes, you know, picking peaches, and it's so hard."
"And he said he would have liked to go to school, and that he didn't bring us to work."

Student C "We have looked at my father, and we have not liked what we've seen. We love our father, yes, but the way he has had to bring us up. There are eight children, and at this prime time, which is now, there's not enough to support three children."
"We didn't want to be the same way. We want to have a reasonable amount of children and be able to support them."
"We said we didn't want that for our children."

Student B "I don't want to be super rich. I just want to be in there where I can live a comfortable life. Like I know my mother has been going through health problems all her life."
"She's really, you know, broke."

Student D "And my old man, he came from the other side with no education whatsoever. So here we are."
"I know more or less the life my father lives, and, see, I don't want to live the kind of life to where my kids when they ask me for \$5.00, I'll have it to give to them."
"...a swimming pool and a big back yard so they'll be happy."

As students express this negative referent, they simultaneously express an understanding or sympathy toward such struggles. Additionally, there is respect for parents and an accompanying empathy.

FAMILY DATA

Objective: To identify the major constructs in the home environment of lower socio-economic Spanish speaking seniors that are related to vocational decision making.

(A few of the results are reported in Appendix D.)

These data are exemplified in Table III. Those elements that the parents consider important in a good job can be identified with task-oriented blue collar expectations, i.e., "A job is not detrimental to physical health, eight hour days, paid vacations, cleanliness, day-work", etc. The concept of a professional not punching a time clock is evidently not clear as one parent mentions the eight hour day as an expectation of his son's medical career.

Elements of the work ethic resound through the data. "Work hard, make more money, finish what he starts, finish what he promises, and once he decides, he should be firm about going there." Ambition is reinforced as the parents encourage prestige careers, motivation, and goal oriented behavior.

Higher status is encouraged, "Now I work and look at my house and he doesn't want to go through the same thing." An implication is for better jobs, more income, higher status, and improvement of personal worth.

A job helping others is also part of the work ethic and with a responsible position to improve prestige and self respect.

A definite expression concerning the value of education was threaded throughout the parent's interviews. An admiration of scholastic success and pride in their child's success as an element in the expressed hope "to help the rest of the family." Thus education is viewed as a key to upgrade the family.

The parents see the job the college could provide as a means toward a prideful independence, and more freedom....."because he works he should make his own mind up." Thus he has earned the right to make his own decisions, to be happier with a profession, to decide his own use of time, and, with an education, to think differently about things than his parents.

TABLE III

Career Constructs from the home environment:

Parental expectations for their son's career choice		CAREER CONSTRUCTS
Medicine	Lawyer	Professor
Elements of a good Job:		
"Where one doesn't kill oneself, so it doesn't affect health."	"Eight hour day, money, vacation, hours, companionship, cooperation, work days, clean place to work."	"Cleanliness on the job and with oneself, eight hour day, money, vacation. Eight hour day. High wages. Paid vacations. Cleanliness. Companionship. Cooperation. Day-work."
Job elements son should consider:		
"Work eight hours a day. Work hard, make more money. Does he qualify-measure up to the job? Must finish what he starts-promises; its what he wants-once he decides he should be firm about going there."	"He should consider the money"	"Cleanliness, I have nothing up here (head) I tell sons 'I want you to do better.'"
		Eight hour day. More money. Career education. Work with head not hands. Son's qualifications to match job requirements so there is a good chance for success. Prestige job. Motivated, goal oriented.
Medicine:	Lawyer:	Professor:
"Man of responsibility. To serve humanity. Utility to community."	"Has good pay, opportunity. Can defend themselves. Help people. Have respect and prestige."	"Help others. Good pay. Responsible position. Respect and prestige."

SUMMARY

Data collection and examination were based on the analysis of recorded audio-tapes and typescript obtained from interviews with students and families. Using Kerlinger's definition of Construct - an expression of an abstraction (Kerlinger, 1964) - the abstraction will be expressed 1) by identifying particulars or responses referring specifically to vocational choice, 2) by clustering particulars within each question or comment to obtain similarities, differences, or other elements, and 3) by forming generalizations based on such clusters, thus establishing constructs. The constructs were based on the similarity of responses dealing with vocational decision making by Chicano students and the influence of their family members.

A major construct was the environmental press to succeed'. Education was valued for its long run dividends; "Get something in your head so you have no cause for complaint against me, your father." Yet the Chicano has a burden because of low self-esteem which seemed to be based on common sense, i.e., "Look what Chicano do I know who has made it?" "I thought to myself, 'Why apply to college; I won't be accepted anyway.'" Thus, another construct emerged, accommodation: to others, i.e., deny my own being, my own assertiveness, my own dignity.

An indication of an important construct, modeling, was identified. The students brought up in Mexico had models in that country which laid a foundation for a good self-image. Although one student was identified as a Chicano (brought up in the United States) who had a good experience learning English from his Anglo playmates, he was unique. A few positive models were identified on the educational scene. A tutor who helped in Geometry reinforced a positive self-feeling about learning, and a teacher who recognized talent and arranged for acceptance in an Upward Bound program also promoted self-esteem and the courage to try to attain higher goals.

Models were also identified within the family: a positive referent with sisters and brothers who went and wanted to go to college; a negative referent with the father's life style, "Look at father, the way he's brought us up. I want to have a better life."

This study emphasizes the need to develop career education/counseling programs for families and students. The families wanted their sons to choose careers in medicine, law, and higher education, while the sons preferred careers as an accountant, a bus driver, and an engineer. The parents see education as the vehicle to provide skills for career success. The challenge, therefore, is to coordinate their goals with a realistic career education program for their sons.

BIBLIOGRAPHY

- Adams, J.S. Reduction of cognitive dissonance by seeking consonant information, Journal of Abnormal and Social Psychology, 1961, Vol. 62, pp. 74-78.
- Barber, L. Decision making and level of intelligence, Character Potential: A Record of Research, 1968, Vol. 28, pp. 85-86
- Block, J. and Peterson, P. Some personality correlates of confidence, caution, and speed in decision situation, Journal of Abnormal and Social Psychology, 1955, 51, pp. 34-41.
- Bernard, J. Marriage and Family Among Negroes, Engelwood Cliffs, N.J.: Prentice Hall, 1966.
- Carter, Thomas P. "The Negative Self-Concept of Mexican American Students," School and Society, Vol. 96, No. 2306, March 30, 1968, p. 218.
- Carter, Thomas P. Mexican Americans in School, New York, College Entrance Examination Board, 1970.
- Clark, R.J. Occupational prestige and occupational choice, Vocational Guidance Quarterly, June, Vol. 16, No. 4, 1968, pp. 282-286.
- Cramer, S.H. et. al., Research and the School Counselor, Boston: Houghton-Mifflin Company, 1970.
- Cohen, E.G. Parental factors in educational mobility, American Sociological Review, XXXVIII (1965), pp. 405-425.
- Coleman, James S., et. al., Equality of Educational Opportunity, Washington, D.C. Government Printing Office, 1966.
- Duncan, J.A. and Gazda, G.M. Significant content of group counseling with culturally deprived ninth grade students, Personnel and Guidance Journal, 1967, Vol. 46, No. 1, September, 1967, pp. 11-17.
- Feingold, S.N. Presenting educational and occupational information (in Counseling the Disadvantaged Youth), edited by Amos, W.E. and Grambs, J.D., Englewood Cliffs, N.J.; Prentice Hall, 1968.
- Ginzberg, E., Ginzburg, S.W., Axelrod, S., and Herma, J.I. Occupational Choice: An Approach to General Theory, New York: Columbia University Press, 1951.
- Goldberg, S. and Ruby, T. Information aquisition in pattern identification problems, USAF, Techdocument Republic, 1963, 38, pp. 63-141.
- Gordon, C. W., et al, Educational Achievement and Aspirations of Mexican American Youth in a Metropolitan Context, Occasional report No. 35 (Center for the Study of Evaluation), Graduate School of Education, University of California, Los Angeles, October, 1968.

- Grebler, Lee, Moore, Joan W., Ralph, C. and Guaman The Mexican American People, the Nation's Second Largest Minority, New York, Free Press, 1970.
- Harris, E.E. Personal and parental influences on college attendance: some Negro and white differences, The Journal of Negro Education, Vol. 34, No. 4, Fall, 1970.
- Kagan, J. Individual differences in the resolution of response uncertainty, Journal of Abnormal and Social Psychology, 1965, 2, pp. 154-160.
- Heller, Celia S. "Ambitions of Mexican-American Youth." Dissertation Abstracts, May, 1965.
- Hernandez, Luis F. A Forgotten American: A Resource Unit for Teachers on the Mexican American, New York, Anti-Defamation League of B'nai B'rith, 1969.
- Hindelang, M.J. Educational and Occupational aspirations among working class negro, Mexican-American, and white elementary school children, The Journal of Negro Education, 1970, 34, (4).
- Kratochvil, D.W. et. al., Cumulative effects of parent and teacher offered levels of facilitative conditions upon indices of student physical and emotional and intellectual functioning, Journal of Educational Research, 1969, 63, pp. 161-164.
- Parsons, Theodore W. "Ethnic Cleavage in a California School", Dissertation Abstracts, 1966, Vol. 26.
- Pecelumas, L.P. Adolescent misconduct and attitudes toward certain family relationships, unpublished doctoral dissertation, Florida State University, 1966, pp. 66-2098.
- Roe, Anne The Psychology of Occupations, New York: Wiley and Sons, Inc., 1956.
- Schmuck, R. Concerns of contemporary Adolescents, Education Digest, September, 1965.
- Shaw, M. and Penrod, W., Does more information available to a group always improve group performance? Sociometry, 1962, 25, pp. 377-390.
- Slaughter, D.T. Parental potency and the achievements of inner-city black children, American Journal of Orthopsychiatry, 1970, 40, pp. 422-440.
- Soares Anthony T., and Soares, Louis M., "Self perception of culturally disadvantaged children" - A Reply, American Educational Research Journal, Vol. 7, No. 4, November, 1970.
- Steiner, Stan "Brown Studies," La Raza; Mexican Americans, New York, Harper 1970.
- Super, Donald E., The Psychology of Careers, New York, Harper and Bros., 1957.

Tyler, Leona The Work of the Counselor, New York, Appleton-Century Crofts, 1961.

Zurcher, Louis A., Jrs., and Arnold Meadow, "Value Orientation role conflict and alienation from Work," American Sociological Review, 30, (August, 1965), pp. 339-548.

Zytowski, D.G. The concept of work values, The Vocational Guidance Quarterly, Vol. k8, No. 3, March, 1970, pp. 176-186.

GENERAL REFERENCES

U.S. Inter-Agency Committee on Mexican American Affairs. The Mexican American: A New Focus on Opportunity. A Guide to Materials Relating to Persons of Mexican Heritage in the United States. Washington: Government Printing Office, 1969.O--3420519 (3468).

BOOKS:

Moore, Joan W. Mexican-Americans: Problems and Prospects Madison: University of Wisconsin, 1967.

Samora Julian LaRaza; Forgotten Americans South Bend, Indiana: University of Notre Dame Press, 1966.

Wagner, Nathaniel N. Chicanos; Social Psychological Perspective Haug; C.V. Mosby, St. Louis

Winterburn, Rosa W. The Spanish in the Southwest New York: American Book Company, 1903

REPORTS:

Arizona Mexican Americans Education Conference Careers for Youth January, 1963.

Campbell, Ruth Mexican Family Customs Independent study report University of Southern California, January 30, 1934.

Carter, Thomas P. "The Negative Self-Concept of Mexican-American Students", School and Society, Vol. 96, No. 2306, March 30, 1968, p. 218.

Flood, D. "Are the Spanish-speaking just another immigrant group?" Integrated Education, Vol. 9, No. 4, Pp. 5-9, 1971.

Forbes, Jack D. "Mexican Americans" A Handbook for Educators, Far West Laboratories for Educational Research and Development (1966).

Gonzales, Eugene "Mexican-American Parents Respond to Bilingual Questionnaires", California Education, Vol. 13, September 12, 1965, p. 10.

Gordon, et. al., "Los Angeles School Study of the Mexican-American", 1968, pp. 134-135.

Heller, Celia S. "Ambitions of Mexican-American Youth." Dissertation Abstracts, May 1965.

Hernandez, Luis F. A Forgotten American: A Resource Unit for Teachers on the Mexican-American, New York: Anti-Defamation League of B'nai B'rith, 1969.

Parmee, Lelia K. "Perception of the Personal Social Problems by the Students of Different Ethnic Backgrounds" Dissertation Abstracts, 1966, Vol. 27, p. 27A.

Parsons, Theodore W. "Ethnic Cleavage in a California School", Dissertation Abstracts, 1966, Vol. 26.

Southwest Cooperative Educational Laboratory The Chicano is Coming Out of Tortilla Flats Albuquerque: The Laboratory, 1968.

Steiner, Stan "Brown Studies", from La Raza: Mexican Americans, New York: Harper and Row, 1970.

U.S. Inter-Agency Committee on Mexican American Affairs The Mexican American: A New Focus on Opportunity, Testimony presented at the Cabinet Committee Hearings on Mexican American Affairs, El Paso, Texas, October 26-28, 1967, Washington, 1968.

Valdez, Bernard Contrasts Between Spanish Folk and Anglo Urban Cultural Values, California, Department of Institutions, Department of Social Welfare, n.d.

Valdez, Bernard Implications of Spanish-American Culture on Family Life, California Department of Social Welfare, n.d.

Woods, Marion J. Employment Problems of the Mexican-American, Presentation by State Supervisor of the Minority Employment Program, Marion J. Woods, before the Assembly Sub-committee on Special Employment Problems, East Los Angeles College Auditorium, January 10, 1964.

Zurcher, Louis A., Jr., and Arnold Meadow "Value Orientation Role Conflict and all Alienation from Work", American Sociological Review, Vol. 30, August 1965, pp. 339-548.

PERIODICALS:

Arias, Ronald "The Barrio", Agenda, Vol. 2, pp. 15-20, July, 1966.

Erickson, Charles A., "Uprising in the Barrios", American Education, Vol. 4, No. 10, November 1968, pp. 29-31.

Jones, R.C. "Ethnic Family Patterns: The Mexican Family in the United States," American Journal of Sociology, Vol. 53, pp. 450-453, 1948.

Jones, R.C. "Mexican Youth in the United States", The American Teacher, Vol. 28, pp. 11-15, March 1944.

Gonzalez, Eugene "Mexican American Parents Respond to Bilingual Questionnaires", California Education, Vol. 3, No. 10, September 12, 1965.

Nall, Frank "Role Expectations: A Cross Cultural Study", Rural Sociology, Vol. 27, pp. 28-41, March, 1962.

Rowen, H. "The Minority Nobody Knows", Atlantic, Vol. 219, pp. 47-52, June, 1967.

Sherif, Carolyn W. "Self Radiious and Goals of Youth in Different Urban Areas", Southwestern Social Science Quarterly, Vol. 42, pp. 259-267, December, 1961.

DISSERTATIONS AND OTHER UNPUBLISHED MATERIALS:

Bustrillos, M.R. "Decision Making Styles of Selected Mexican Homemakers", Ph.D. Dissertation, Michigan State University, 1963.

Cabrera, Y. Arturo "A Study of American and Mexican-American Cutlure Values and their Significance in Educaion, " Ed.D. Dissertation, University of Colorado, 1963.

Corona, Bert Charles "Study of Adjustment and Interpersonal relations of Adolescents of Mexican Descent, " Ph.D. Dissertation, University of California, Berkeley, 1955.

DeHoyos, Arturo "Occupational and Educational Levels of Aspiration of Mexican-American Youth," Ph.D. Dissertation, Michigan State University, 1961.

Heller, Celia Stopnicka "Ambitionsof Mexican-American Youth: Goals and Means of Mobility of High School Seniors," Ph.D. Dissertation, Columbia University, 1964.

Henderson, Ronald Wilbur "Environmental Stimulation and Intellectual Development of Mexican American Children: An Exploratory Study," Ed.D. Dissertation, University of Arizona, 1966.

Johnson, Henry Sioux "Ethnic Group Differences in Certain Personal, Intellectual, Achievement and Motivational Characteristics," Ph.D. Dissertation, Univerity of Southern California, 1964.

Nall, Frank "Levels of Aspiration of Mexican-Americans in El Paso Schools", Ph.D. Dissertation, Michigan State University, 1959.

APPENDIX A

PERSONAL DATA SHEET

Vocational Educational Study

California State College, Hayward -- Oakland Unified School District

The following questions are being asked for the purpose of successfully completing the study in which you are participating. All information will be held in confidence by California State College, Hayward. You are not required by either Cal State, Hayward or your school or your school district to answer any or all of the following questions.

Your name _____

Where (what part of the country) did you grow up? _____

How long have you lived in the Bay Area? _____

What kind of work does your father do? _____

How much does he earn? _____

Where did your father grow up? _____

What kind of work does your mother do? _____

How much does she earn? _____

Where did she grow up? _____

Why did you consent to participate in this study?

How many brothers do you have? _____

How old are they? _____

How many sisters do you have? _____

How old are they? _____

APPENDIX B

INITIAL INTERVIEW SCHEDULE

THE DEVELOPMENT OF A VOCATIONAL DECISION MAKING ENVIRONMENTAL
SCALE FOR CHICANO HIGH SCHOOL STUDENTS

Principal Investigator: Thomas A. Soldahl, Ph.D.
Professor
California State College, Hayward

How long have you lived in this house (apartment)? Less than a year _____,
1-5 years _____, 6-10 years _____, 11-15 years _____, 16 or more years _____.

Owens _____, Rents _____

If less than two years in the Oakland area where are they from? _____

(Interviewer--This is not an inquisition)

As you know, everyone has different ideas of what they look for in a good job. Most of us have thought about it both for ourselves and for our children. Some consider getting paid a great deal of money is the most important, while others consider amount of pay not so important. WHAT ARE THOSE THINGS THAT YOU CONSIDER IMPORTANT IN A GOOD JOB?

(Stimuli that can be used: working conditions, commute, hours, and boss. Try to have parent(s) be very specific, i.e., "hours" = what kind? number? when?)

A. Are these the same kinds of things that _____ should consider when he decides on a job?

If NO, have the parents add to the variables listed above that the Subject should consider in decision making

If YES, talk about a few of them, making sure parent is not taking easy way out.

Most parents have expectations for their sons. Concerning your son, what do you think would be a good choice of careers for him to make?

Why?

(Keep parents to the point of vocational decisions. Use open ended questions to get at specifics.)

- A. Do you think that _____ will be satisfied doing this kind of work?
(Get at specifics)
- B. What are some of the things you would like to see _____ get from a job?
- C. How do you feel your son's work may be different from yours? (To the father)
- D. Would you want your sone to get the kind of job where he could tell others what to do?
- E. What kinds of jobs do you think _____ could have the best chance to do well in competition with Anglos?
- F. Actually what kind of work do you think _____ will be doing ten years from now?

_____ and I have been talking during the last few weeks about what he wants to do when he finished high school. Actually, I have been talking with a small group of young men which your son is a member about the type of job they want after they finish at Fremont. We know that all of these young men will be going to work sooner or later and we are trying to determine what types of things influence them when it comes to deciding on a future career. In order to find out a little more about this process, we also would like to talk with some of these boys' parent(s).

_____ has indicated that you would be willing to sit down and talk with me for about 30 minutes or so. Is that right? I would also like to record our conversation so that I may listen to it later on. OK?

You are probably a little curious about what types of things I am going to ask you. Before we start, let me assure you that I am only interested in your opinions about some of the things that have taken place in your home that might have influenced _____ career goal. Also, as we are talking, if you consider something more important than what we are discussing, please talk about it. You know, parents have the best knowledge about their family and the types of influences that are effective for each of their children. This is basically what we are interested in finding out----what kinds of influences around and in the home have influenced _____ vocational decisions.

I have become so involved in this study sometimes I leave a few things out that you might be interested in knowing. Is there anything else that you would like to know about this project? If at anytime during our conversation you want to find out about something, please ask.

There are a few basic things we could start with if that is alright with you.

(Who are you talking with-----Circle those present.)

mother father subject siblings _____

Father's job _____ Mother's job _____
How many brothers does _____ have? Their ages _____
How many sisters? _____ Their ages _____
Do they all live at home? Yes No (If no, circle ages above of those who do live at home.)

We find in talking with people in the Fremont area that some people prefer to call themselves:

Spanish-speaking _____, Latin-American _____, Mexicans _____,
Chicanos _____, Mexican-Americans _____, or by other terms _____
Which term do you prefer for yourself? (Check one of the above)

If English is used, ask in Spanish: Would you prefer that we talk in
Spanish _____, or English _____? (From this point, use preferential language.)

How long have you lived in the Oakland area? Less than a year _____, 1-5 years _____,
6-10 years _____, 11-15 years _____, 16 or more years _____.

What language is spoken in the home most of the time?

How Does _____ relate to the Mexican-American (use the term the family prefers, i.e. Chicano, etc.) community?
(What activities is he involved in with the ethnic community?)

How does _____ get involved with the Anglo community?

What do you think about this talk about "machismo"?

What do you think about this talk about "chicano"?

Nobody fully knows how a person makes a decision about entering a certain job. We do know, however, certain things that influence these kinds of decisions. One such thing would be the types of experiences that _____ has had throughout his life. Could you think back and tell me some of the experiences that he has had that you feel influenced him, in some way, toward selecting his stated choice of jobs?

(Areas to be explored-----what he likes to do, what he can do, amounts and quality of praise, relatives, father, mother, siblings)

As we have been talking, it has become apparent that the family has played an important role in _____ vocational choice. Within each family unit, the members of the family give encouragement of various kinds to individual family members who are in need of it at that time. In your opinion, what kinds of encouragement did this family use in influencing _____ vocational job choice?

(Areas to be explored: In the Home

When did they start?

How often was encouragement used?

look for a diminishing factor with age

look for a diminishing factor with success in school

look for a different parental role

look for relatives or siblings influence

give your attention to positive and/or negative value

check on consistency of encouragement---Why?

In the School

Any transfer from school to home?

(This question attempts to allow the parent to bring into it anything he desires)

This is probably the most difficult question for you to answer. This is Probably because a complete answer would take too long and become very involved for all of us. I do wish, however, that you could give me a few more of your ideas (different from what we have been discussing) of how _____ has arrived at his stated occupational choice.

What are some of the things that you feel have helped him to select the particular job that he has?

(Stated parental aspirations)
(Influence of --- relatives, peers, siblings, etc.)
(What type of input does _____ use in decision making)
related to family and vocations only
(When do parents feel that this vocational decision making process is the most active? Age Environment Opportunities)

(INTERVIEWER: Please complete after the interview)

Condition of house:

Interior: Above average _____, Average _____, Below Average _____
Exterior: Above Average _____, Average _____, Below Average _____

Type of Art Work:

Mexican _____, American _____, Religious _____, None _____
Other (describe) _____

Neighborhood:

Above Average _____, Average _____, Below Average _____

Was the family:

Very Mexican _____, Moderately Mexican _____, Mexican _____, Not Very _____

Language fluency:

Spanish	English
_____ Above Average Fluency	_____
_____ Average Fluency	_____
_____ Below Average Fluency	_____

How would you rate this interview?

Above Average _____, Average _____, Below Average _____
Why?

Comments (Please react to situation, questionnaire and give your recommendations for the future development of the study.)

APPENDIX C

PARTIAL TYPESCRIPTS FROM FOUR STUDENT INTERVIEWS

STUDENT A

"This will be my fourth coming year and I didn't believe it was like that. She told me it was very good, but I didn't believe her, so I went to my counselor, but then, I don't know, she talked to some of the teachers I had and they got together and they said that if I had intentions to go to college and I said, "No, because I can't afford it," and I said no. So what they did, about six of them wrote a letter to U.C. and it was about March that I received a letter from U.C. that somebody from my school had recommended me for such a program and I was thinking about whether to answer them or not and filling out the application or not and I said, "I won't say anything; I'll just go ahead and fill it out and send it back; I won't probably get accepted anyway." And I filled it up and about a month and a half later I got my ex-ply.

Interviewer: Did your father go to school?

No, and that's what it is, see. He learned how to write and read after he married. My Mother taught him how. And when he came up here, down there, we, well we came from Mexico and down there if you live in a dixer you might have a chance in working in a factory or something like that. But we came from a town not too big so most of the people worked hard labor, you know, even in the fields and all that. So it really didn't matter if you went to school or not unless you wanted to get out of that place and go to a big city and try out something else. So when we came up here he started working and he started thinking of school for us, and that's when he made up his mind to keep us in school at least to graduate in High School so that we would have enough---how do you say "walitas"? Like my grandparents told him that the best thing that they believed in after they passed away, is to teach them how to work. And so we attended school and this is what they wanted, go to school and get something into our heads, so that we wouldn't of ever said he didn't give a chance to give nothing, to give nothing to our children."

STUDENT B

Interviewer: And your parents, what do they expect from you?

"I really don't know. My mom's on Welfare. And I've been going to school, school bores me a lot so they say they're gonna kick me out of Welfare, and I've been trying to get a job and stuff like that."

Interviewer: You mean they were gonna kick you out of Welfare because of your age?

"Because I don't go to school and because of the age."

Interviewer: You don't go to school?

"Yeah, I go to school but I don't go to all my classes, so they told me that."

Interviewer: And your mother, does she ever tell you what she wishes for you to do?

"Yeah, she wants me to get a job. Like after I graduate. Like she just wants me to graduate. 'Cause I don't do nothing else for myself. Like I ain't got a car and that's why I want to get a car. 'Cause you know, I get tired of asking my relatives, "Will you give my mom a ride here?" and stuff like that.

Interviewer: And when you get a car you can help your mother.

"Yeah. See?"

Interviewer: Do you think there was anybody like teachers or some program that motivated your sister to go to school?

"I think so. Because first when she was going to Grant she wanted to get out of school early and go to College. So she got a program down there at Grant. I mean at Laney. And after that she graduated real quick and then she started going to Laney and she started liking it and stuff. She said it was really cool down there and people were there to listen to you, so she just started going down there and she wanted to make something of herself. And that's when she came home. She got a scholarship. She wants to be a lawyer, that's her thing."

Interviewer: Are you proud of her?

"Yeah, I'm proud of her. She came a long way.

Interviewer: Sounds good.

"Because she used to deal, you know, and I was in Hanna Boy's Center for about seventeen months."

Interviewer: Oh, were you?

"Yeah, cause see, I used to go to Hamilton and I got busted over there for assault and battery. And then I came up here and they just watched me around. During juvenile hall they just blew my mind. They wouldn't tell me nothing; they just put in in an institution."

Interviewer: How did you like Hanna Boy's Center?

"It was alright, I guess. My last time, I was president of the place."

Interviewer: How long were you there?

"Seventeen months. From November 16 to last year."

Interviewer: Did you go to school over there?

"Yeah, I went to school every day."

Interviewer: Did you like school? Did you do better over there than you did here?

"That's the only place I went where I got "A's" and "B's".

Interviewer: What do you think made you get "A's" and "B's" over there and you don't bother with it over here?

"Well, like up there you can't party up there, there ain't nothing to do. Like up there they keep me busy, like playing basketball and stuff. I was in the eighth grade up there and I played Varsity Basketball and Varsity Baseball. I got a scholarship to St. Elizabeth last year but I messed up cause I didn't want to go to school, so I came to Fremont."

Interviewer: Well then, why are you turned off to school?

"I don't know. I guess I just don't get along with the teachers."

Interviewer: Why is it that you don't get along with the teachers over here?

"Like the only reason I did it in Hanna Center was because there was just about ten dudes in each class room. You know?"

Interviewer: Ten what?

"Ten people. Ten boys in each classroom. And them teachers never mess around. They teach you a lot. Then you sit back over here and they talk a lot of jive. You know, They're always yelling at you. I can take that, you know, like when I was in Hanna Center and I was president everybody used to yell at me. I used to have to do things for the boys and I could understand how responsibility is."

Interviewer: Did you like being president?

"Yeah, I dug on it because a lot of boys looked up to me and that's the first time anybody ever put responsibility on me. I really loved it."

Interviewer: Did you have any counselors?

"Yeah, we had counselors."

Interviewer: What did you think of the counselors?

"Oh, they were nice people."

Interviewer: Nice guys?

"Yeah, they were really nice guys, they tried to help you out and stuff like the principal of our school was a lady. She used to be a nun but she's a

a lady teacher now. She tries to help me out but I had other stuff to do. I was active in sports and all but then I couldn't take it."

Interviewer: What kind of sports?

"Like I played basketball, baseball, soccer, football and you know like last year I had me a basketball trophy and it was very valuable."

Interviewer: Where? At Hanna Boy's Center?

"Yeah, like that's the first time I ever won anything you know in my life, you know, got ahead. I'm treasury and everything."

Interviewer: Doesn't that give you an ideal that you can go on in school and do something with yourself?

"Yeah, when I got out I really thought I was going to make it but then I messed up at St. Elizabeths, you know, I wanted to play basketball real bad, then I came here and I wasn't eligible to play basketball cause it was too late. So I started messing up. Then I got to, you know, started dropping a lot of reds and it just tore me up."

Interviewer: What made you stop dropping them?

"Well, I stopped dropping them cause I just OD'd about a month ago. And I don't know what came over me but I had another bag of reds and I just said the hell with it, and dropped them all."

Interviewer: And just like that you quit?

"Yeah. Then I got home she said and my sister just slapped the hell out of me trying to bring me up but she couldn't and she just said let's take him to the hospital, this boy is almost dead. And if it wasn't for her, I might have been dead."

Interviewer: Is Hanna Boy's Center the only time you actually had people that you felt really took interest in you? Any time or place, it's only one for one.

"Yeah, its one for one. Like up there they always used to talk to me like my basketball coach said I had a lot of talent and he'd help me out if I wanted help. That's what they told me in school so I used to go during the day after school so they can help me out and now I was just messing up in everything but I look at it this way, if I can get into this Upper Program, I'm really gonna try and help myself out. I mean I know a lot of dudes that bullshit, "I'm gonna do this," but I really have to do this for myself cause I'm mixed in to part of it."

Interviewer: What's the most important thing that you want to accomplish?

"The most important thing right now is to make my mother happy and then the second most thing is to get my schooling done so I can get a job and help her out."

Interviewer: What would you do differently? I mean being a parent?

"I'd try to raise my kids different. I mean you know not differently but if they got into a jam, I'd back them up all the way like hell, I got into a jam and my father just said, "Well, he got into it and let him get out of it." And I don't think that's right because that shows how far apart you and your father are."

Interviewer: Do you talk to yourself now? You said you're having a problem and that you don't like the way you are right now.

"Yeah. I don't like the way I am. Like I've been thinking to myself when I'm asleep and then I wake up and say man this is a bum trip. I shouldn't be going into changes like this. I should try to get myself together, and I've been trying to do it, but, you know. But as soon as I get out of Fremont, I get myself to Laney. I'm righteously messed up. They always sent letter hom to my mother saying that I can't make it in school and that I might as well just drop out. But you know, like I was really messed up today about being in here and they got me into this program where they try to help you out and stuff, you know, and talk, this is the closest I've been. Like in Hanna Center for a long time people try to help you out.

STUDENT C

Interviewer: Now you actually say you were using as a tool to get to college?

"You said I was using as a tool and I agree with you, now. I guess the reason why I want to go to college is because all my brothers want to go to college. And we have looked at my father and we have not liked what we've seen. We love our father, yes, but the way he has had to bring us up. There are eight children and at this prime time, which is now, there's not enough to support three children."

"I don't know why it is but even my family says that I speak the best English. One thing about me is that I attend to, when I was younger, we used to hang around with the Americans. I wasn't discriminated against them so I felt comfortable and what they did, I didn't have to do with them, and what I did they didn't have to do with me. I just felt real good and so I guess that's where I pick it up. And I also talked to my teachers and I got along well with everyteacher I had. I've never been sent to the principal for anything, so I had no problems. The reason why we want to go to college is because my father, the way he has to work. We don't want to be the same way. We want to have a reasonable amount of children. And to be able to support them. We feel that there will be a demand later on like my nature right now. All in opinion I nature

in country. And my brothers are Physical Aid teachers and French and Spanish teachers and in business administrations. I think each one of them has looked at the picture of my father's life. And we said that we didn't want that for our children, we want it better and there's a way you can get better, a better living for later on. So I'd say that each one of us has influenced each other. Now I'm going to Europe."

"We're still kind of a tight family. Like, we always tried to get together. But there's little fights in between. But anyways, they intend to go to the old kind of fashion way. And we just don't like that anymore. I myself have a lot of liberty than any of my other brothers. Still I don't find I have enough liberty. I Still want more liberty every year. If there was someone younger than me, my brother or sister, they would want more liberty."

STUDENT D

Interviewer: So your brothers are the ones that influence you into going to college?

"Yeah, well that is part of the reason not only that, there's other reasons too, like, well, I know more or less the life my father lived and see I don't want to be like that. You know, I want to live the life I want it to be and not break my back trying to earn a living. You know, I want to be at a desk pushing a pencil all day. You know that's where all the money is. But you know it isn't more or less the money that I'm after. But first of all I want to earn enough money to live the kind of life I want to live and yet do the job I like."

Interviewer: What kind of life do you want to live?

"Well, hell. I want to live the kind of life to where my kids, when they ask me for five dollars, I'll have it to give them."

Interviewer: What I mean is do you want a home?

"Yeah; you know, one with a swimming pool and a big back yard so they'll be happy."

Interviewer: Is there any need for you to go to college?

"Like I figure after I get out of school I was going to go to work or something. I'm not even thinking of going to college. I feel I'd rather just go to work and make some money. And start off just getting in place, mainly in a apartment, and maybe later if I get this job and stuff and get some money, then I'll get in a certain type of field I need more background, and then I'll get into some classes in college."

Interviewer: In other words, right now, your going to look for a land field.

"Yeah, like my brothers. They got out of high school and they didn't go to college. They just went right to work and they work their way up there. One works at the Post Office. He started out working as a mail handler, then they put him to watch these guys, and now they put him driving a truck and his pay is just getting higher and higher and he didn't even go to college. You know, he just worked his way up there. He's been there for a long time.

Interviewer: Are you going to try to work there?

"Either working some place where they have this type of scene where you can move up a bit where you can be there three or five years and move up to better wages."

Interviewer: You haven't made up your mind definitely?

"Yeah. If I get a job where I feel that I'm moving up and have a car and not have to worry about trying to get any loans and not have enough money. Money to eat and live the way I want.

APPENDIX D

PARTIAL TYPESCRIPTS OF TWO FAMILY INTERVIEWS

APPENDIX D

FAMILY 1

Interviewer: Now, what experiences did you do to help your son?

Father: Now I work and look at my house. And he doesn't want to go through the same thing.

Interviewer: What experience do you think helped your son to help himself?

Mother: A lot of teachers helped him enough to go ahead.

Interviewer: What was the encouragement you gave him?

Father: To go to work so he can go to college and so when he finished high school I told him to go to work. I wanted him to have the opportunity to have a good job.

Interviewer: What do you do to make up his mind and his decisions?

Mother: He makes up his own mind because he works and everything. He should make up his own mind.

Interviewer: What are the most important things that your son should consider in his life?

Father: He doesn't have eight hours or more and he should have it.

Mother: He has to look into his future.

Interviewer: You say that he has to look and finish something that he starts?

Mother: Yes.

Interviewer: And what other things should he see before he starts?

Father: He has to be sure on the type of job he gets. And it has to be done well. No matter how hard it starts to look and not to lose time that's ahead.

Interviewer: What else do you think he should do?

Sister: Ambition.

Interviewer: You personally, what type of job would you like for him to have?

Father: I would like him to get a job of medicine.

Interviewer: How come?

Father: Because that's the type of job I want for him.

Interviewer: Can you give me more information about that?

Father: Because it gives a man more responsibility.

Interviewer: Do you think your son could be responsible for a career like that?

Father: Yes.

Interviewer: What are some of the things you'd like to see your son get from a job?

Sister: Quality and books and friends.

Interviewer: How do you think the job of your son will be different from yours?

Father: Benefits.

Interviewer: Do you have alot of benefits?

Father: No.

Interviewer: Would you like your son to have a job where your son gives orders?

Father: Yes.

Interviewer: Why?

Father: To learn how to handle responsibilities.

Interviewer: What kind of job do you think your son can do better if he has to go and compete with other Americans?

Mother: Authority and master in everything he can.

FAMILY 2

Interviewer: Your husband, what does he do?

Mother: Construction.

Interviewer: And are you a housewife?

Mother: No, I cut meat.

Interviewer: What kind of job would you consider a good job? Communicating conditions, the hours, the boss or something like that?

Mother: The hours.

Interviewer: How many hours do you consider good?

Mother: Eight hours.

Interviewer: How would you define to yourself a good job?

Mother: Money, that's important, the location and the hours.

Interviewer: Do you think eight hours is more than enough?

Mother: That's good enough for me.

Interviewer: Is there anything else you consider good about the job?

Mother: Companionship makes the job more easier when everybody's together.

Interviewer: Do you think you like days or would you like to work nights?

Mother: No, I prefer days. To me, its better.

Interviewer: How about the encouragement?

Mother: We have a big place to work in, nice and clean. I think that's important too.

Interviewer: What do you think?

Brother: About what?

Interviewer: What would you consider important right now?

Brother: I guess the same things she said.

Interviewer: Do you think these are the same things your son should consider when he goes to look for a job, these things that you suggest?

Mother: Yes.

Interviewer: What do you think he should consider, like money, which are the most important things he should consider out of these things: money, vacations, the hours, companionship?

Mother: Money. When you work for a living it has to be money.

Interviewer: Anything else?

Mother: I'd like him to have both things, money, a nice home, and his own car.

Interviewer: What else, what else could you think of?

Mother: A good position for his family later on.

Interviewer: What do you mean by that?

Mother: Well, later on he's never going to be single.

Interviewer: Do you want him to get married?

Mother: No, not now.

Interviewer: What else would you like to see him get from his job?

Mother: The best. Like I said, he respects. And he has a good position and a good home and for him to dress up good.

Interviewer: Tell me, how do you feel your son's work will be different from his father's job?

Mother: Pressure.

Interviewer: Actually this question is what you wish him to be. But how about what he wishes himself to be? Say, if he wanted to be a bus driver, what do you think would be different from the type of job he would get from the type of job his father has?

Mother: Well the type of job my husband has is pretty hard and they have to work on rainy days, hot days, and outside all the time.

Interviewer: What does he do?

Mother: Oh, he fixes the railroad.

MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

FROM: (Person) California RCU (Agency) Calif. State Dept. of Ed.
(Address) 721 Capitol Mall, Sacramento, California 95814

DATE: January 5, 1973

RE: (Author, Title, Publisher, Date) Soldahl, Thomas A, "The Development
of a Vocational Decision Making Environmental Construct Scale For Chicano
High School Students, California State College, Hayward, 1972

Supplementary Information on Instructional Material

Provide information below which is not included in the publication. Mark N/A in each blank for which information is not available or not applicable. Mark P when information is included in the publication. See reverse side for further instructions.

- (1) Source of Available Copies:
Agency ERIC only
Address _____
Limitation on Available Copies _____ Price/Unit _____
(quantity prices) _____
- (2) Means Used to Develop Material:
Development Group _____ P
Level of Group _____ P
Method of Design, Testing, and Trial _____ P

- (3) Utilization of Material:
Appropriate School Setting _____ P
Type of Program _____ P
Occupational Focus _____ N/A
Geographic Adaptability _____ P
Uses of Material _____ P
Users of Material _____ P
- (4) Requirements for Using Material:
Teacher Competency _____ N/A
Student Selection Criteria _____ N/A
Time Allotment _____ N/A

Supplemental Media -- N/A
Necessary _____ } (Check Which)
Desirable _____ }

Describe _____

Source (agency) _____
(address) _____